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ABSTRACT

By actively involving the child in hearing, saying, seeing, and writing the letters and sounds, this workbook develops a child's skill in recognizing consonant sounds as well as the most important short and long vowels through a series of 70 lessons. It is appropriate for parents to use with advanced first grade children. By using this learning technique, the workbook quickly focuses the child's attention and reinforces basic skills. This approach also encourages the child to create and to write from the very first lesson. (RS)

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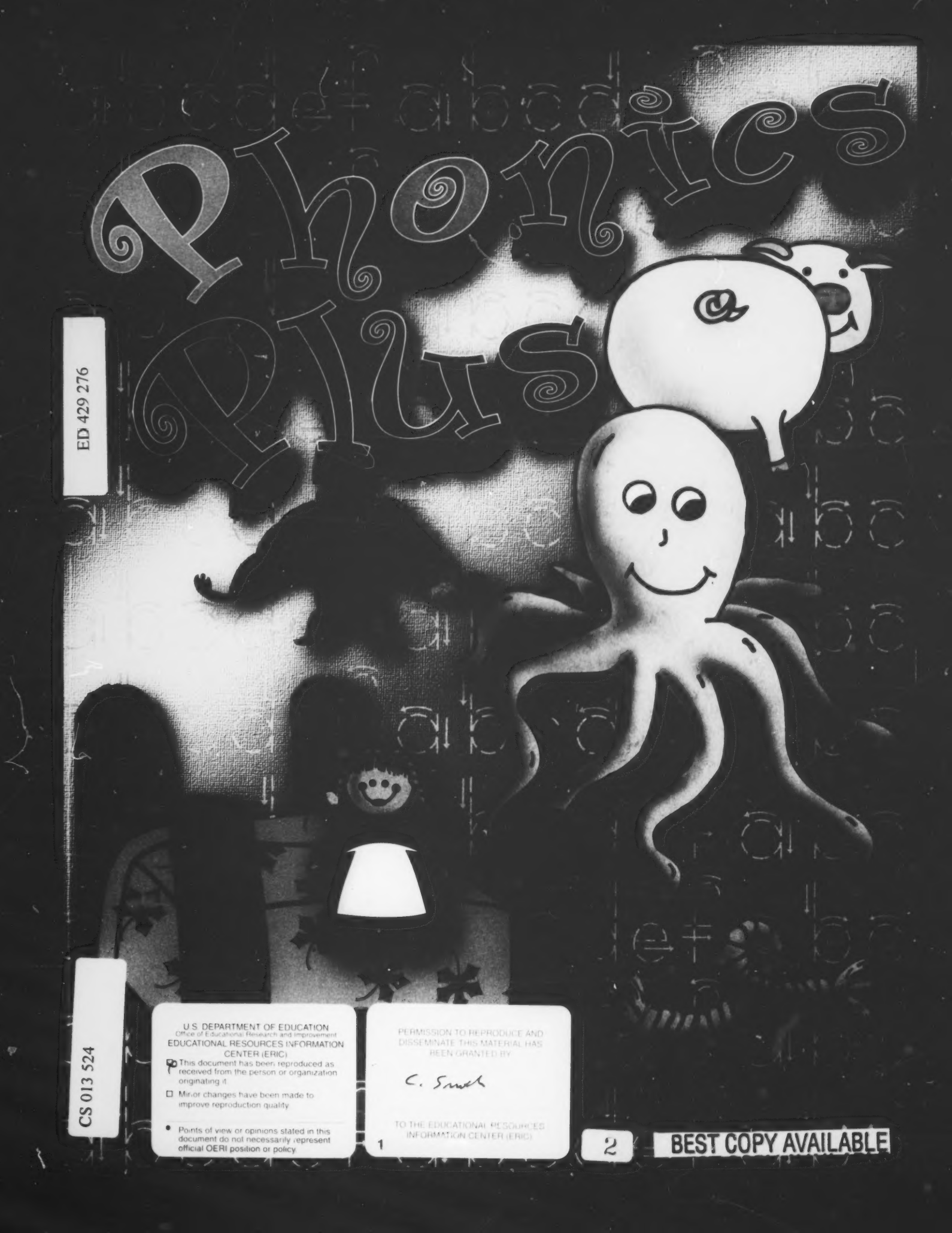

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Phonics Plus

Book B

Short Vowel Patterns
Long Vowel Patterns

Carl B. Smith
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Family Learning Association

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Preface

Congratulations! You have made an extremely important decision in helping your children learn to read. Research shows that knowing the alphabet and recognizing the sounds of letters are the skills most likely to lead to success in early reading.

Phonics Plus, Book B develops your child's skill in recognizing consonant sounds as well as the most important short and long vowels. **Phonics Plus** accomplishes this by actively involving the child in *hearing, saying, seeing,* and *writing* the letters and sounds.

By using such a learning technique, **Phonics Plus** quickly focuses the child's attention and reinforces basic skills. This approach also encourages the child to create and to write words and sentences from the very first lesson.

A companion volume entitled **Phonics Plus, Book A** introduces the consonants and the short-vowel sounds represented by the letters of the alphabet. These sounds are reviewed in the first 13 lessons of **Book B**, so your child can begin with a quick summary of the most basic information. The remaining lessons in **Book B** build on the material presented in the review lessons.

English is an alphabetic language: the spelling is designed to represent the spoken sounds. The **b** sound, for example, can be heard at the beginning of the word *book;* the short **a** sound can be heard in the middle of the word *bat*.

By showing young readers this sound-symbol relationship, you will give them one important key that will help to unlock written messages. Even though English has many spelling patterns that eventually need to be learned, **Phonics Plus, Book B** shows your child that the language is *systematic* and can be learned by following a logical, methodical approach.

Phonics Plus, Book B asks your child to write on every page. Writing focuses the child's attention and acts as a powerful strategy for reinforcing the item to be learned. The writing activities also give the child a chance to be creative.

Any beginning reading program naturally needs a rich environment of books, reading aloud, and time for sharing ideas found in books. Those activities create the interest that motivates children to work on decoding skills and other skills that enable them to become proficient readers and writers.

Thank you for caring about the learning success of your children.

—The Family Learning Association

Getting Started

Set aside a regular time for your child to work on the exercises in this book. In fact, two or three short periods of work each day will be better than one long one. Because most of the exercises are presented in groups of five, you can devote each weekday to one page and then let your child work on the review exercise on the weekend.

Also have a regular place for your child to work. Use a desk or table and make sure your child holds the paper straight on the surface. Provide large pencils. You may want to get some paper with control lines so your child can have more practice if it is needed.

This book is designed to help your child learn basic short and long vowel sound-spelling patterns. It is the place to try things out, to make mistakes, and to learn by doing.

Brief instructions are given at the begining of each exercise. Read these instructions to your child. The notes at the bottom of the page are for you. They elaborate on the instructions and stress the important point for each exercise. They also give answers and provide sample sentences that can be used to help your child work on each lesson.

This is not a spelling book.

At this early stage, it is not realistic to expect children to remember how to spell every word in this book, and that is not the purpose. Instead, we want to provide the *background* that will prepare your child to study spelling in a systematic way after this book is finished.

Offer your child any help that is needed. Don't hesitate to spell out words or to point out any important bit of information, no matter how often it has been presented. The idea is to give your child practice in getting acquainted with letters and their sounds, and the experience should always be positive. This book is designed to help your child discover that letters and sounds can be matched and that words can be figured out.

At no point should your child be concerned with "getting the right answer." The goal is to help your child experiment with letters and sounds in order to learn how the language works. This book is designed to help your child discover that letters and sounds can be matched and that words can be figured out. The business of learning spelling patterns and remembering how to spell words will come later.

Lesson 1

Words beginning with b, t, s, c, p

Say each word. Write each word.

1. big big
2. say say
3. pull pull
4. time time
5. see see
6. bus bus
7. push push
8. call call
9. come come
10. tell tell

Pronounce each word as you point to it; then have your child say each word. Make sure your child sees and hears the consonant at the beginning of each word. Then have your child trace over each word while saying it again.

Lesson 2

More words beginning with b, t, s, c, p

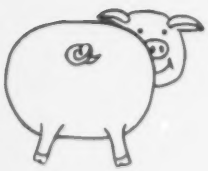
Name each picture. Write the letter at the beginning of each word.

1. b

2. _____

3. _____

4. _____

5. _____ 

6. _____

7. _____

8. _____

9. _____

10. _____

Help your child look at each picture and name the object in the picture. Then have your child write the small (lower case) letter that represents the sound heard at the beginning of each word. The first example (**b** for **b**at) is given as a model.

1. **b**at 2. **s**un 3. **t**op 4. **c**ap 5. **p**ig

6. **s**oap 7. **c**ake 8. **t**oe 9. **b**all 10. **p**ot

Lesson 3

Words beginning with w, h, f, g, l

Say each word. Write each word.

1. will _____
2. go _____
3. fun _____
4. like _____
5. hill _____
6. we _____
7. get _____
8. fell _____
9. let _____
10. he _____

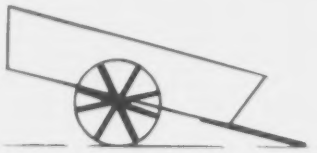
Pronounce each word as you point to it; then have your child say each word. Make sure your child sees and hears the consonant at the beginning of each word. Then have your child trace over each word while saying it again.

Lesson 4

More words beginning with w, h, f, g, l

Name each picture. Write the letter at the beginning of each word.

1. _____

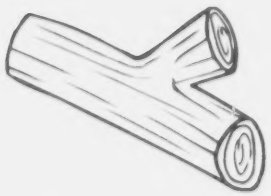
2. _____ 

3. _____

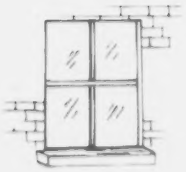
4. _____

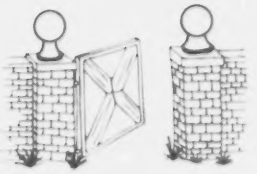
5. _____

6. _____

7. _____ 

8. _____

9. _____ 

10. _____ 

Help your child look at each picture and name the object in the picture. Then have your child write the small (lower case) letter that represents the sound heard at the beginning of each word.

1. fish 2. wagon 3. hat 4. leg 5. goat
6. foot 7. log 8. hand 9. window 10. gate

Lesson 5

Words beginning with m, d, r, j, k

Say each word. Write each word.

1. make make
2. jump jump
3. down down
4. kind kind
5. run run
6. me me
7. jam jam
8. day day
9. ride ride
10. keep keep

Pronounce each word as you point to it; then have your child say each word. Make sure your child sees and hears the consonant at the beginning of each word. Then have your child trace over each word while saying it again.

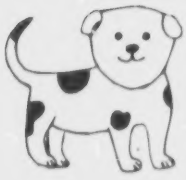
Lesson 6

More words beginning with m, d, r, j, k

Name each picture. Write the letter at the beginning of each word.

1. _____

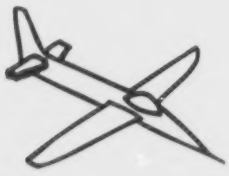
2. _____

3. _____ 

4. _____

5. _____

6. _____

7. _____ 

8. _____

9. _____

10. _____

Help your child look at each picture and name the object in the picture. Then have your child write the small (lower case) letter that represents the sound heard at the beginning of each word.

1. **m**an 2. **r**ope 3. **d**og 4. **j**ar 5. **k**ing

6. **d**oor 7. **j**et 8. **r**ing 9. **m**op 10. **k**ite

Lesson 7

Words beginning with n, q, v, y, z

Say each word. Write each word.

1. not not
2. very very
3. quick quick
4. zip zip
5. yes yes
6. new new
7. visit visit
8. quack quack
9. zoom zoom
10. yellow yellow

Pronounce each word as you point to it; then have your child say each word. Make sure your child sees and hears the consonant at the beginning of each word. Then have your child trace over each word while saying it again.

Lesson 8

More words beginning with n, q, v, y, z

Name each picture. Write the letter at the beginning of each word.

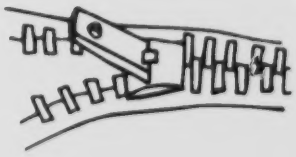
1. _____

2. _____

3. _____

4. _____

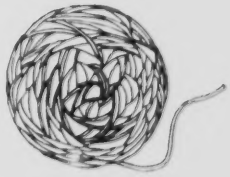
5. _____

6. _____ 

7. _____

8. _____

9. _____

10. _____ 

Help your child look at each picture and name the object in the picture. Then have your child write the small (lower case) letter that represents the sound heard at the beginning of each word.

1. **n**ut 2. **z**ero 3. **q**ueen 4. **v**ase 5. **y**o-yo
6. **z**ipper 7.volcano 8. **q**uarter 9. **n**ose 10. **y**arn

Lesson 9

Words ending with x, d, t, g, p

Say each word. Write each word.

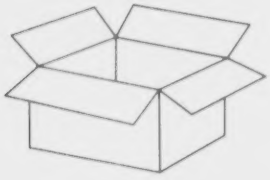
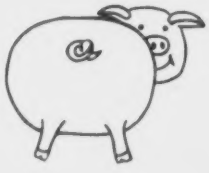
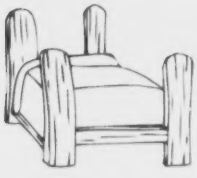
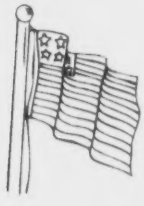
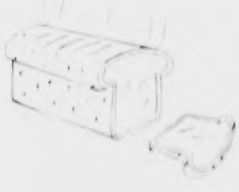
1. fix _____
2. big _____
3. bad _____
4. tap _____
5. get _____
6. hop _____
7. wax _____
8. bag _____
9. hat _____
10. mud _____

In this lesson we shift our attention to the final consonant in each word. Pronounce each word as you point to it; then have your child say each word. Make sure your child sees and hears the consonant at the **end** of each word. Then have your child trace over each word while saying it again.

Lesson 10

More words ending with x, d, t, g, p

Name each picture. Write the letter at the end of each word.

1.  X
2. _____
3. _____
4.  _____
5.  _____
6. 6 _____
7.  _____
8. _____
9.  _____
10. _____

This time, your child should name each picture and then focus on the consonant heard at the **end** of each word. Write the letter in the space provided after each picture.

Lesson 11

Review of Initial and Final Consonants

Name each picture. Write the letter at the beginning of each word. Then write the letter at the end of each word.

1. c p

2.

3.

4.

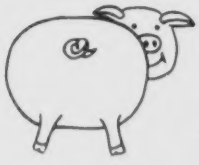
5.

6.

7.

8.

9.

10. 

Help your child name each picture. On the lines given under each picture, have your child write the letter for the *initial* consonant and the *final* consonant for each word.

1. **cap**	2. **dog**	3. **box**	4. **pen**	5. **nut**
6. **fan**	7. **mop**	8. **hat**	9. **sun**	10. **pig**

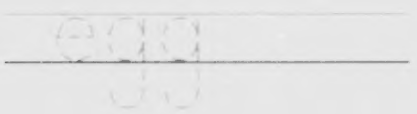
Lesson 12.

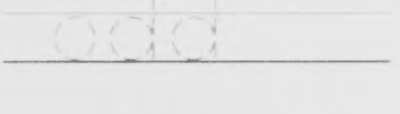
Words beginning with short a, e, i, o, u

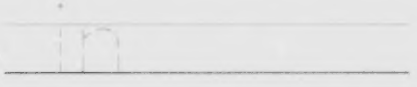
Say each word. Write each word.

1. at

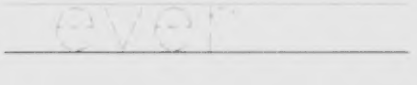
2. us

3. egg 

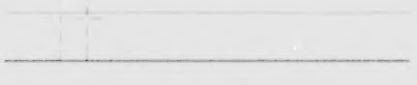
4. odd 

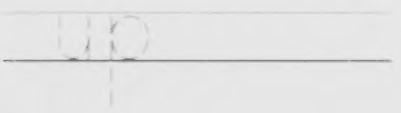
5. in 

6. at

7. ever 

8. ox

9. it 

10. up 

The words in this list all begin with short-vowel sounds. Remind your child that the vowel letters are **a, e, i, o,** and **u**.

Help your child read each word. Draw your child's attention to the short-vowel sound at the beginning of each word. Each short vowel is spelled with the corresponding letter of the alphabet. Have your child trace over each word while saying it again.

Lesson 13

More words beginning with short a, e, i, o, u

Say each word. Write the vowel letter at the beginning of each word.

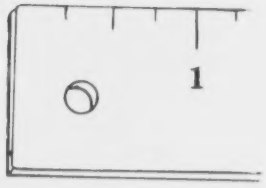
1. a

2. _____

3. _____

4. _____

5. _____

6. _____ 

7. _____

8. _____

9. _____

10. _____

Help your child name the object shown in each picture. Make sure your child realizes that each name begins with a short vowel. Have your child write the vowel letter in the space given before each picture.

1. **a**pple	2. **o**x	3. **e**gg	4. **u**p	5. **o**ctopus
6. **i**nch	7. **a**nt	8. **e**lbow	9. **u**mbrella	10. **i**gloo

An Ant on the Hill

See the sand.

It is a sand hill.

Dad, a bug is in the sand.

The bug ran fast.

The bug ran to a bag.

See it tug the bag.

It can tug the bag
up the hill.

I see it. It is an ant.

The ant has a dad, too.

See him?

Can the ant and his dad see us?

See it?

It is big.

It is a big kid.

The kid has a dad, too.

23

Short Vowels in the Middle of Words: The CVC Pattern

Earlier we introduced short vowels heard at the beginning of words such as **at**, **egg**, **it**, and so on. Now we look at a more important pattern in which short vowels are preceded and followed by consonant sounds. As you work on the next group of lessons, make sure your child notices that all of the words have one thing in common.

The CVC Pattern

Every word has a short-vowel sound, but this sound is not heard at the beginning of each word. Instead, the short vowel is preceded and followed by a consonant sound. This is called the CVC pattern: Consonant-Vowel-Consonant.

The CVC pattern is one of the most important and reliable ones in the English language. Most one-syllable words that have short vowels are spelled according to this pattern. In the following lessons, the important thing for your child to understand is this:

The short-vowel sound is always spelled with the corresponding vowel letter in the alphabet.

You see this with the short **a** in cat, the short **e** in red, and so on through the other vowels. It is not necessary to mention the term "CVC Pattern" to your child—just be aware of its importance.

In some of the lessons, a few words will end with single consonant sounds that are spelled with two consonant letters. In Lesson 14, words such as back and pack show the ck spelling that is often found in short-vowel words that end with the /k/ sound. In Lesson 18, words such as bell and tell end with the final /l/ sound spelled *ll*. At other times, you will encounter words such as miss and pass that end with the /s/ sound spelled ss. Just make sure your child understands that these spellings represent single consonant sounds.

Lesson 14

The short /a/ in cat

Say each word. Hear the short /a/ sound. Write each word.

1. bat _____ fat _____ hat _____

2. cap _____ map _____ tap _____

3. bad _____ had _____ sad _____

4. fan _____ man _____ pan _____

5. back _____ pack _____ sack _____

As your child pronounces these words, point out that all three words in each group end with the same spelling pattern and the same sound. This means that each group of words rhymes. In Group 1, for example, the word *bat* rhymes with *fat* and *hat*.

Furthermore, we can use the base *-at* and change the initial consonant to spell many other words such as *cat, pat, rat, sat,* and so on. Each of the other groups of words also provides a base that can be used to spell several rhyming words: *-ap* in Group 2, *-ad* in Group 3, and so on. It is important for your child see such patterns as they appear in the following weeks.

Also mention the **ck** spelling for the final /k/ sound in group 5.

Lesson 15

More about short /a/ words

A. Here are some words with the vowel missing. Each word should have the short /a/ sound. Add the missing letter, Say each word.

1. c __ n r __ n
2. c __ t r __ t
3. b __ g t __ g
4. b __ ck p __ ck

B. Write some words that rhyme with **cat**.

(continued)

Lesson 15 – continued

C. Write the sentence that will be read to you.

D. Draw a picture of a cat in a bag.

A. Have your child write the vowel letter **a** in each word. Each pair of words rhymes.

B. Help your child think of a few words that rhyme with **cat**: *bat, hat, fat, mat, pat, sat,* for example. Any three of these will be enough.

C. Dictate this sentence and ask your child to write it on the lines provided:

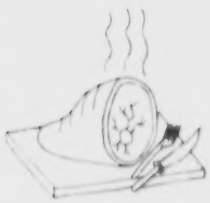
I can pack the bag.

Your child should realize that there are three short **a** words in the sentence.

Lesson 16

Name that picture

Draw a circle around the word that names each picture. Say each word. Hear the short /a/ sound in each word.

1. 
him
hem
ham
hum

2.
cut
cot
can
cat

3.
met
mad
man
mat

4.
hot
hit
fat
hat

5.
man
tan
can
fan

6.
beg
big
bag
bug

7.
but
bet
bit
bat

8.
cat
can
cap
cab

Help your child name the object in each picture. Then look at the list of four words beside each item and draw a circle around the word that matches the name of the picture. Your child should notice the short **a** in the middle of each word that correctly names the picture. Other words may have the wrong vowel letter (as in number 1) or may end with the wrong consonant (as in number 8.)

1. ham	2.cat	3. man	4. hat
5. fan	6. bag	7. bat	8. cap

Lesson 17

Review of short /a/ words

A. Say each word. Hear the short /a/ sound. Write each word.

1. man _____ can _____ ran _____

2. tap _____ cap _____ map _____

3. hat _____ fat _____ rat _____

4. bad _____ had _____ sad _____

B. Write the sentence that will be read to you.

_____

_____

_____

_____

(continued)

Lesson 17 — continued

C. Write your own sentence. Use at least one short /a/ word.

D. Draw a picture of a man in a hat.

A. Have your child say each word and trace over the letters. Notice the short **a** in the middle of each word. All the words in each group rhyme because they end with the same sound and spelling.

B. Dictate the following sentence and ask your child to write it. Provide the spelling for any words that cause problems.

The man had a cap.

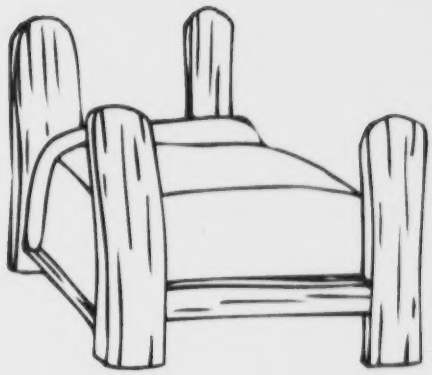
Make sure your child realizes that there are three short **a** words in the sentence.

C. Help your child think of a sentence using a word from this week's list. If a prompt is needed, you might suggest one of the following examples. See if your child can supply the missing short **a** word and then write the whole sentence.

The pig is very _____. (fat) The dog _____ (ran) to me. We _____ (had) a good time.

Lesson 18

The short /e/ in bed



Say each word. Hear the short /e/ sound. Write each word.

1.	bed	bed	red	red	fed	fed
2.	ten	ten	men	men	hen	hen
3.	get	get	set	set	wet	wet
4.	tell	tell	well	well	sell	sell
5.	bell	bell	fell	fell	yell	yell

These words all have the short /e/ sound spelled according to the CVC principle. Make sure your child sees that each group of three words rhymes. Point out the spelling **ll** which represents the final /l/ sound in groups 4 and 5.

Lesson 19

More about short /e/ words

A. Here are some words with the vowel missing. Each word should have the short /e/ sound. Add the missing letter. Say each word.

1. b__d r__d

2. m__n p__n

3. l__g p__g

4. b__ll w__ll

5. n__ck p__ck

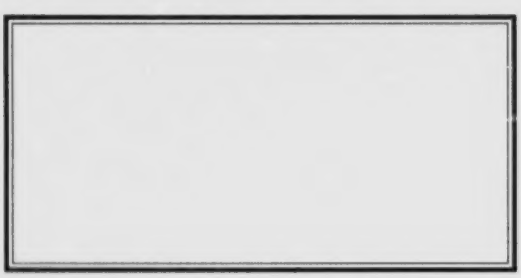
(continued)

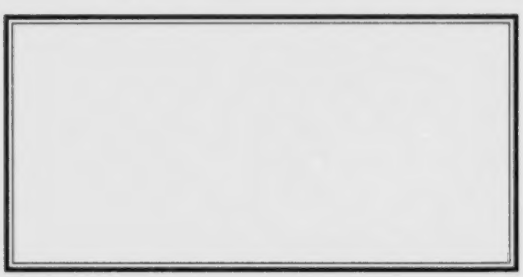
Lesson 19 – continued

B. Write some words that rhyme with **get**.

C. Write a sentence with a short /e/ word.

D. Draw pictures of a well and a bell.





A. Have your child write the missing **e** in each word. Make sure your child hears the short **e** sound in each word. Also notice the **ll** spelling for final /l/ in group 4 and the **ck** spelling for final /k/ in group 5.

B. Other words that rhyme with get include bet, let, met, net, pet, and set. Any three of these will be enough.

C. Dictate this sentence for your child to write:

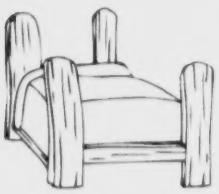
I have a red bell.

Your child should realize that there are two short **e** words in the sentence.

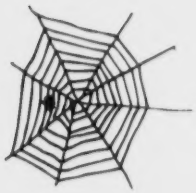
Lesson 20

Name that picture

Draw a circle around the word that names each picture. Say each word. Hear the short /e/ sound in each word.

1. 
   bad
   bed
   bid
   bud

2.
   not
   met
   net
   nut

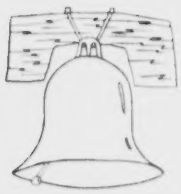
3. 
   met
   win
   wet
   web

4.

   tell
   pen
   tan
   ten

5.
   lap
   beg
   log
   leg

6.
   pan
   pig
   pen
   pet

7. 
   bill
   ball
   bull
   bell

8.
   peck
   net
   neck
   get

Help your child name the object in each picture. Then look at the list of four words beside each item and draw a circle around the word that matches the name of the picture. Your child should notice the short **e** in the middle of each word that correctly names the picture.

1. bed	2.net	3. web	4. ten
5. leg	6. pen	7. bell	8. neck

Lesson 21

Review of short /e/ words

A. Say each word. Hear the short /e/ sound. Write each word.

1. let _____ get _____ set _____

2. ten _____ men _____ pen _____

3. red _____ fed _____ bed _____

4. bell _____ tell _____ well _____

B. Write the sentence that will be read to you.

_____

_____

_____

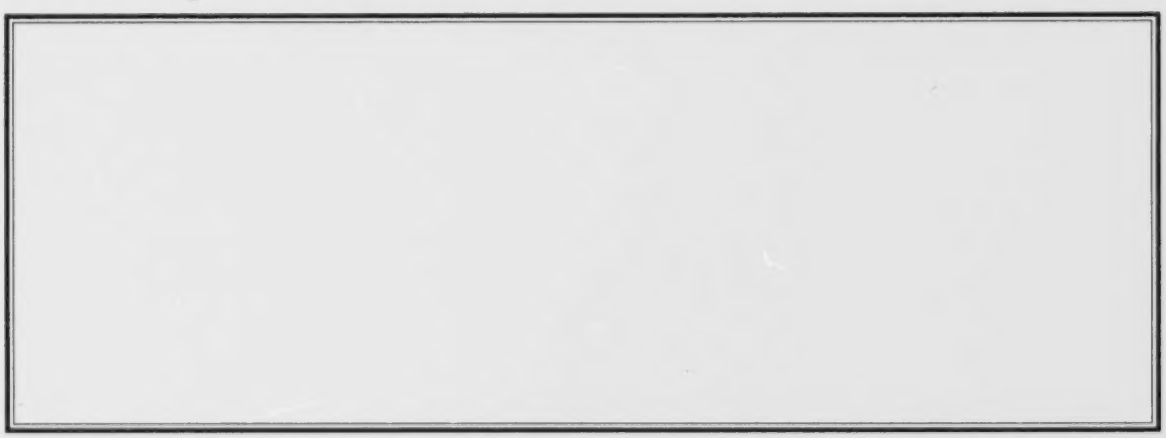
_____

(continued)

Lesson 21 – continued

C. Write your own sentence. Use at least one short /e/ word.

D. Draw a picture of a bed.



A. Make sure your child hears the short **e** spelled e in each word as it is written. The words in each group rhyme.

B. Dictate the following sentence and ask your child to write it.

Give me the red pen.

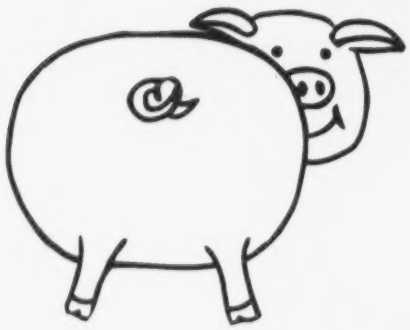
Make sure your child realizes that there are two short **e** words in the sentence.

C. Help your child think of a sentence using a word from this week's list. If a prompt is needed, you might suggest one of the following examples. See if your child can supply the missing short **e** word and then write the whole sentence.

I can _____ a story. (tell) The cat ran under the (bed). I can ring the (bell).

Lesson 22

The short /i/ in pig



Say each word. Hear the short /i/ sound. Write each word.

1.	big	dig	pig
2.	did	hid	lid
3.	fit	hit	sit
4.	pick	sick	tick
5.	fill	hill	will

As in Lessons 14 and 17, each group of three words establishes a rhyming pattern. Remind your child of the **ck** spelling for final /k/ in group 4 and the **ll** spelling for the final /l/ sound in group 5.

Lesson 23

More about short /i/ words

A. Here are some words with the vowel missing. Each word should have the short /i / sound. Add the missing letter. Say each word.

1. b _ g d _ g

2. h _ t s _ t

3. f _ ll h _ ll

4. p _ ck s _ ck

B. Write some words that rhyme with **fill**.

(continued)

Lesson 23 — continued

C. Write the sentence that will be read to you.

D. Draw a picture of a pig on a hill.

A. Have your child write the vowel letter **i** in each word. Remind your child of the final **ll** spelling in group 3 and the final **ck** spelling in group 4.

B. Some words that rhyme with **fill** are bill, hill, mill, pill, and will.

C. Dictate this sentence and ask your child to write it:

Fill the big sack.

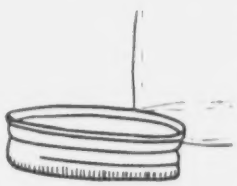
Point out that there are two short **i** words in the sentence.

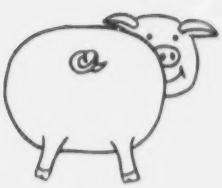
Lesson 24

Name that picture

Draw a circle around the word that names each picture. Say each word. Hear the short /i / sound in each word.

1.
   tin
   pit
   pin
   pig

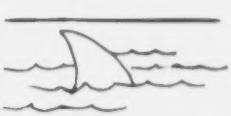
2. 
   big
   lid
   sit
   win

3. 
   pit
   big
   pin
   pig

4.
   will
   fill
   hill
   pin

5.
   tip
   top
   sit
   lips

6.
   fit
   big
   hit
   win

7. 
   win
   fit
   big
   fin

8.
   pin
   pit
   pig
   pill

Help your child name the object in each picture and then draw a circle around the word that names each object. Notice that each word that correctly names the picture must have a short **i** in it.

1. pin
2. lid
3. pig
4. hill
5. lip
6. hit
7. fin
8. pill

Lesson 25

Review of short /i/ words

A. Say each word. Hear the short /i / sound. Write each word.

1. bit bit fit fit pit pit

2. did did hid hid rid rid

3. fill fill mill mill will will

4. lick lick pick pick sick sick

B. Write the sentence that will be read to you.

(continued)

Lesson 25 — continued

C. Write your own sentence. Use at least one short /i/ word.

D. Draw a picture of someone licking a lollipop.

A. Help your child hear the short **i** as each word is traced. Point out the rhyming patterns.

B. Dictate the following sentence for your child to write. Provide the spellings for any words that cause problems.

Did you pick a good book?

C. Help your child write a sentence using a word from this list. Some possible prompts are these:

I (will) go to the store. We (hid) from mom and dad. Does your new coat (fit)?

Lesson 26

The short /o/ in pot

Say each word. Hear the short /o/ sound. Write each word.

1. hop _____ mop _____ top _____

2. hot _____ lot _____ pot _____

3. fog _____ hog _____ log _____

4. cot _____ dot _____ got _____

5. lock _____ rock _____ sock _____

Point out that each group of three words follows a rhyming pattern.

Lesson 27

More about short /o/ words

A. Here are some words with the vowel missing. Each word should have the short /o/ sound. Add the missing letter. Say each word.

1. g__t h__t

2. h__p p__p

3. f__g h__g

4. r__ck l__ck

B. Write some words that rhyme with **got**.

Lesson 27 — continued

C. Write the sentence that will be read to you.

D. Draw a picture of a pair of socks.

A. Have your child write the missing vowel letter that represents the short **o** sound in each word.

B. Some words that rhyme with **got** include *dot, hot, lot, not,* and *pot.*

C. Dictate this sentence and ask your child to write it:

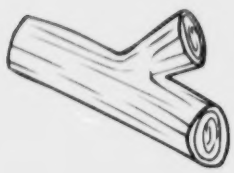
The rock is hot.

Point out that there are two short **o** words in the sentence.

Lesson 28

Name that picture

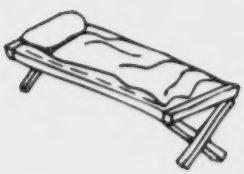
Draw a circle around the word that names each picture. Say each word. Hear the short /o/ sound in each word.

1. 
   bog
   lef
   fog
   log

2.
   pit
   pat
   pot
   put

3.
   hop
   top
   pop
   mop

4.
   fill
   well
   doll
   dull

5. 
   cot
   cat
   cut
   cop

6.
   sock
   rot
   rock
   rob

7.
   fox
   box
   bat
   box

8.
   sock
   sick
   sack
   rock

Help your child name the object in each picture and then draw a circle around the word that names each object. Notice that each word that correctly names the picture must have a short **o** in it.

1. log	2. pot	3. mop	4. doll
5. cot	6. rock	7. box	8. sock

Lesson 29

Review of short /o/ words.

A. Say each word. Hear the short /o/ sound. Write each word.

1. got _____ hot _____ not _____

2. hop _____ top _____ mop _____

3. cot _____ dot _____ pot _____

4. lock _____ rock _____ sock _____

B. Write the sentence that will be read to you.

_____

_____

_____

_____

_____

_____

Lesson 29 — continued

C. Write your own sentence. Use at least one short /o/ word.

D. Draw a picture of a hot pot.

A. Help your child hear the short **o** as each word is traced.

B. Dictate the following sentence for your child to write. Provide the spelling for any words that cause problems.

Have you got the mop?

C. Help your child write a sentence using a word from this list. Some possible prompts are these:

Please (lock) the door. The sun is very (hot). The (pot) is full of water.

Lesson 30

The Short /u/ in bug

Say each word. Hear the short /u/ sound. Write each word.

1. but but nut nut cut cut

2. sun sun run run fun fun

3. bug bug rug rug tug tug

4. tub tub rub rub cub cub

5. luck luck duck duck tuck tuck

Make sure your child sees that each group of three words follows a rhyming pattern.

Lesson 31

More about short /u/ words

A. Here are some words with the vowel missing. Each word should have the short /u/ sound. Add the missing letter. Say each word.

1. c _ p

2. h _ t

3. r _ b

4. d _ ck

1. p _ p

2. b _ t

3. t _ b

4. l _ ck

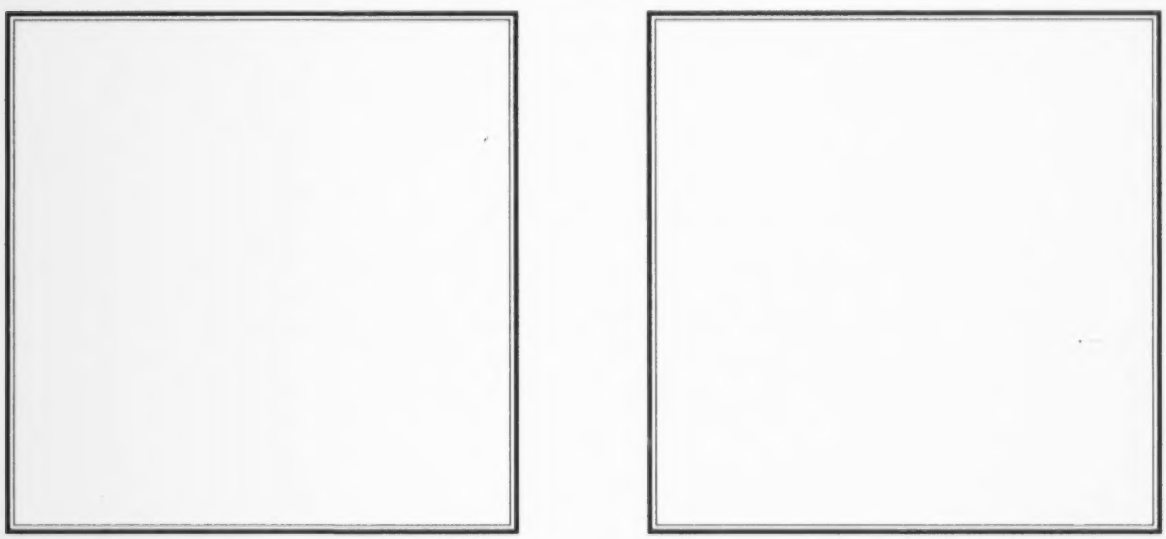
B. Write some words that rhyme with **fun**.

(continued)

Lesson 31 — continued

C. Write the sentence that will be read to you.

D. Draw pictures of a bug and the sun.



A. Have your child write the missing vowel letter that represents the short **u** sound in each word.

B. Some words that rhyme with **fun** include *bun, gun, run, sun.*

C. Dictate this sentence and ask your child to write it:

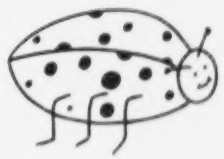
The duck is in the tub.

Point out that there are two short **u** words in the sentence.

Lesson 32

Name that picture

Draw a circle around the word that names each picture. Say each word. Hear the short /u/ sound in each word.

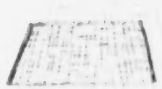
1. 
bag
beg
bug
big

2.
but
run
tab
tub

3.
not
but
nut
tub

4.
duck
fun
luck
bug

5.
sad
fun
cut
sun

6. 
bug
hug
rug
nut

7.
cap
pup
fun
cup

8.

bun
cut
bus
bag

Help your child name the object in each picture and then draw a circle around the word that names each object. Each word that correctly names the picture must have a short **u** in it.

1. bug	2. tub	3. nut	4. duck
5. sun	6. rug	7. cup	8. bus

52

Lesson 33

Review of short /u/ words

A. Say each word. Hear the short /u/ sound. Write each word.

1. nut _____ hut _____ but _____

2. fun _____ run _____ sun _____

3. bug _____ hug _____ rug _____

4. luck _____ duck _____ tuck _____

B. Write the sentence that will be read to you.

_____

_____

_____

_____

53

(continued)

C. Write your own sentence. Use at least one short /u/ word.

D. Draw a picture of a duck on a rug.

A. Help your child hear the short **u** as each word is traced.

B. Dictate the following sentence for your child to write.

We had fun in the sun.

C. Help your child write a sentence using a word from this list. Some possible prompts are these:

The (duck) says quack. I like to (hug) my dog. The (rug) is very big.

Lesson 34

Review of short vowels

Write the word that fits in each sentence

1. hat bat cat

   My _____ blew off in the wind.

2. set get let

   Did you _____ a new toy?

3. fit hit pit

   I can _____ the ball.

4. hot not lot

   We had a _____ of fun.

5. fun run sun

   I can _____ very fast.

Help your child read each sentence and decide which word should be written in the blank space. In each example all three words fit the CVC pattern and rhyme, so your child must look at the initial consonant to pick the one that fits. Notice that each sentence focuses on a different short-vowel sound.

1. hat 2. get 3. hit 4. lot 5. run

Lesson 35

Review of short vowels

Write the word that fits in each sentence.

1. big bag bug

   _____

   Put the toys in this _____.

2. lot lit let

   _____

   Will you _____ me play?

3. bug bag big

   _____

   I saw a _____ animal.

4. pep pup pop

   _____

   Did you _____ that balloon?

5. mad mud mop

   _____

   The pig was in the _____.

Help your child read each sentence and choose the word that fits. The choice in each sentence involves words with three different vowel sounds, so your child must pay particular attention to the differences among each group of words.

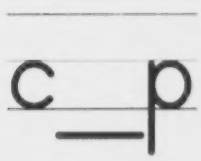
1. bag 2. let 3. big 4. pop 5. mud

Lesson 36

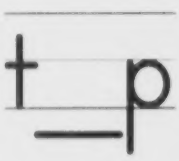
Review of short vowels

A. Say each word. Change the vowel to make a new word.
Write the new word.

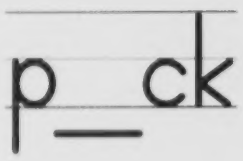
1. cap



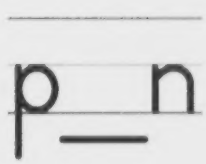
2. tip



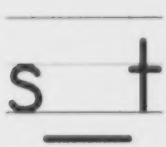
3. pick



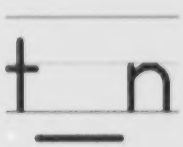
4. pan



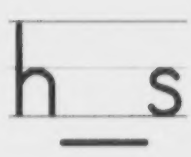
5. sat



6. ten



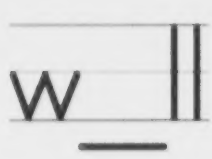
7. his



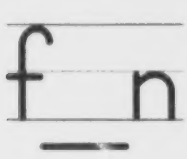
8. got

9. dad

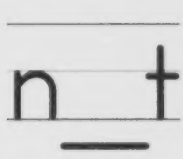
10. will



11. fin



12. net



(continued)

Lesson 36 – continued

B. Draw pictures of the new words you made for numbers 1, 4, 10, and 11. Write the new words underneath each picture.

This exercise challenges your child to read each short-vowel word and then write another word underneath it. The new word should have a different short vowel, but the first and last letters will stay the same (as in *cap* and *cup*). In most cases, several choices are possible. Accept any one that your child selects.

1. cap— cop, cup
2. tip—tap, top
3. pick—pack, peck, puck
4. pan—pen, pin
5. sat—set, sit
6. ten—tan, tin
7. his—has
8. got—get
9. dad—did
10. will—well
11. fin—fan, fun
12. net—not, nut

Because each word should have a short-vowel sound spelled with the corresponding letter of the alphabet, words such as *wall* and *ton* will not fit. These words have other types of vowel sounds represented by the letters **a** and **o**.

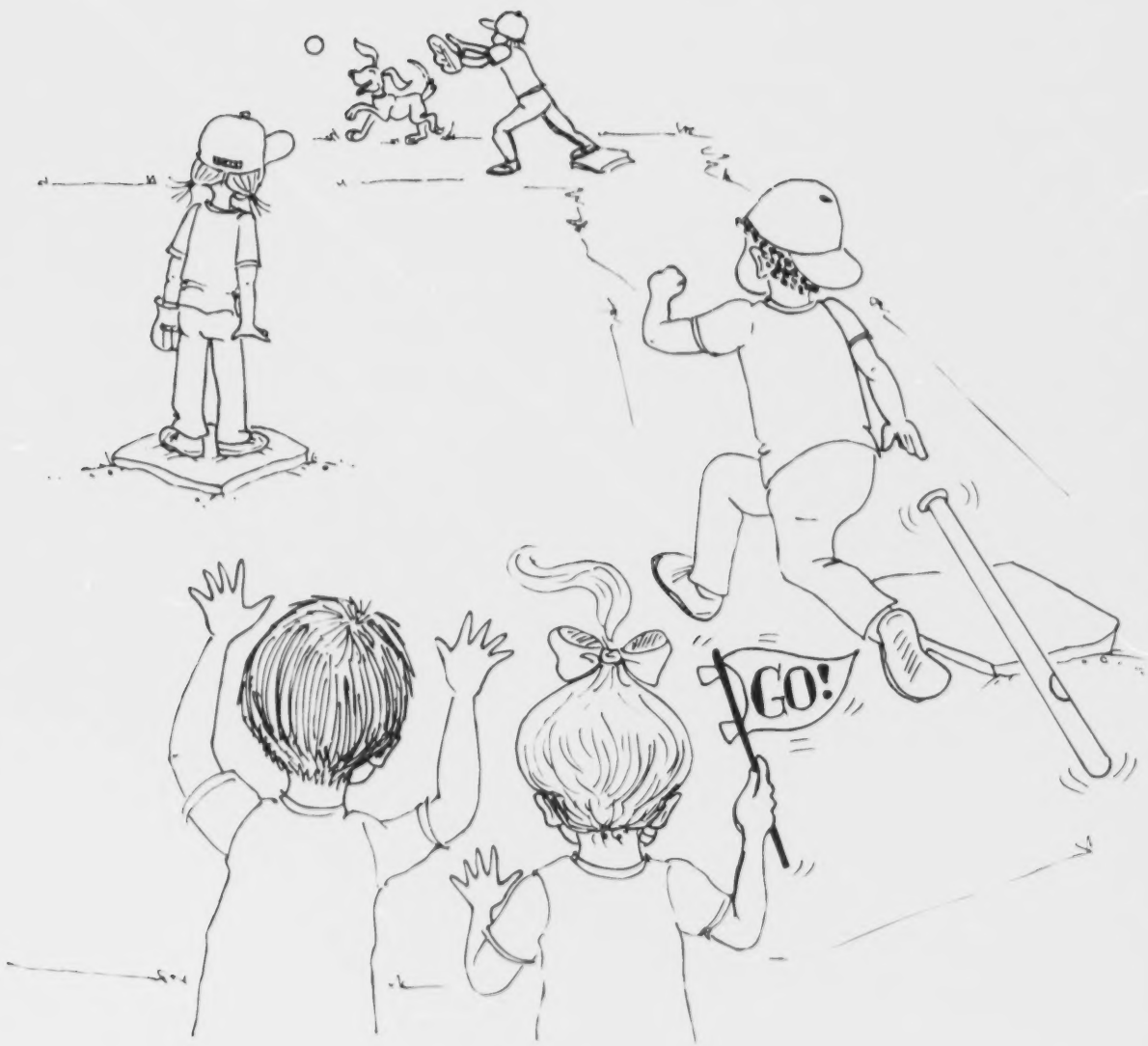
The Ball Game

"Hit the ball, Hank."

"Hit a home run," yelled Kim.

"Hit it, Hank," yelled Ann.

"Hit the ball."



Hank hit the ball.

He ran to first base.

"He can run fast," said Kim.

"He will be safe," said Ann.

"Look at the dog," said Pam.

"The dog has the ball."

Run, Hank. Run fast," yelled Kim.

Hank ran fast and the dog ran fast.

Ann yelled, "Make it a home run, Hank."

And he did.

Long-Vowel Words: The VCe Pattern

The next group of lessons introduces long vowels. These are the sounds you hear when you say the letters *a*, *e*, *i*, *o*, and *u* in the alphabet. You also hear long vowels at the beginning of *age*, *eat*, *ice*, *owe*, and *use*.

One of the most important spellings for long-vowel words involves the VCe pattern: **V**owel-**C**onsonant-**e**. You see this pattern in words such as came, nice, hope, and cute.

The VCe Pattern

The letters **VCe** mean that the vowel letter is followed by a consonant and a final, silent *e*. The final *e* acts as a **marker** which lets you know that the word has a long-vowel sound. For example, the silent *e* makes the difference between words such as *cap* and *cape* or *hop* and *hope*.

The VCe pattern forms the *base* for groups of rhyming long-vowel words. For example, the VCe base *-ate* is seen in *date*, *fate*, *gate*, *hate*, *late*, *mate*, and *rate*.

In the following lessons, remind your child of the importance of the final *e* as a marker for long-vowel words.

(As you will see, only long **a**, **i**, **o**, and **u** are introduced on the following pages; there are no long **e** words. Because the VCe pattern is rarely used in words with the long **e** sound; they are more likely to be spelled with other patterns such as those found in *meet* and *beat* and *piece*. The **ee** spelling for long **e** will be introduced in Lessons 57-59.)

Lesson 37

The long /a/ in make

A. Say each word. Hear the long /a/ sound. Write each word.

1. make _____ bake _____ cake _____

2. came _____ same _____ name _____

3. rake _____ take _____ lake _____

4. gate _____ late _____ date _____

(continued)

Lesson 37 – continued

B. Write the sentence that will be read to you.

C. Write your own sentence. Use at least one long /a/ word.

A. Stress the significance of the final *e* in each word. Even though it is silent, this letter is important because it lets us know that the main vowel is long. Without the final *e*, all of these words would fit the CVC short-vowel pattern.

B. Dictate this sentence and ask your child to write it:

I can **bake** a **cake**.

Point out that there are two long **a** words, and both end with the base *-ake*. This is an example of the VCe pattern we have been talking about.

C. Help your child develop an original sentence using at least one of the long **a** words in this lesson. If your child can't think of one, then this might be used as a prompt:

I like to _____ the leaves. (rake)

Lesson 38

More about long /a/ words

A. These words have some missing letters. Every word should have the long /a/ sound. Write the missing letters. Say each word.

1. m_ke c_ke l_k_

2. n_me s_m_ c_m_

3. l_te g_t_ d___

4. w_ve s___ g___

Lesson 38 — continued

B. Say each short /a/ word. Then add final *e* to each word. Say the new word. What happens to the vowel sound?

1. tap	2. cap	3. hat
tape		
4. rat	5. pan	6. can

C. Write your own sentence. Use at least one long /a/ word.

A. Each group of three words is built on the same VCe base. The spelling pattern in the first word of each group is used for the other two. Emphasize the rhyming patterns.

1. make cake lake
2. name same came
3. late gate date
4. wave save gave

B. Make sure your child pronounces each pair of words in order to hear the change from the short-vowel CVC word to the long-vowel VCe word in each pair. The first example is given.

1. tap	2. cap	3. hat	4. rat	5. pan	6. can
tape	cape	hate	rate	pane	cane

C. If a sentence prompt is needed, this may be used:

I was **late** for school.

Lesson 39

Long /a/ words in sentences.

A. Look at each sentence. Write the long a word that fits in each blank space.

1. Bake the _____ in this pan.
   cap cake

2. Batman wears a long _____ .
   cat cape

3. This was on _____ at the store.
   sad sale

4. Use this _____ to wrap the box.
   tap tape

5. This candy _____ tastes good.
   can cane

(continued)

Lesson 39 – continued

B. Write your own sentence. Use at least one long /a/ word.

C. Draw a picture of a birthday cake. Write your name on the cake.

A. In each example a short-vowel CVC word is given along with the correct long-vowel word. Make sure your child sees and hears the difference and chooses the long-vowel word with final *e* for each sentence.

B. If a sentence prompt is needed, this may be used:

I want some more **cake**.

Lesson 40

The long /i/ in ride

A. Say each word. Hear the long /i / sound. Write each word.

1. hide _____ ride _____ side _____

2. mine _____ fine _____ nine _____

3. bike _____ hike _____ like _____

4. nice _____ rice _____ mice _____

(continued)

Lesson 40 — continued

B. Write the sentence that will be read to you.

C. Write your own sentence. Use at least one long /i / word.

A. Help your child trace over the letters in each word. Point out the final *e* in each word. Even though it is silent, this letter is important because it lets us know that the main vowel is long.

B. Dictate this sentence and have your child write it.

I **like** to **ride** my **bike**.

Point out that there are three long **i** words.

C. Help your child develop an original sentence using at least one of the long **i** words in this lesson. If your child can't think of a sentence, then this might be used as a prompt:

I can play _____ and seek. (hide)

Lesson 41

More about long /i/ words

A. These words have some missing letters. Every word should have the long /i / sound. Write the missing letters. Say each word.

1. h_ke l_ke b_k_

2. d_me l_m_ t____

3. s_de r_d_ h____

4. m_ce r_c_ n____

Lesson 41 — continued

B. Say each short /i / word. Then add final *e* to each word. Say the new word. What happens to the vowel sound?

1. rip	2. pin	3. fin
ripe		
4. bit	5. dim	6. kit

C. Write your own sentence. Use at least one long /i / word.

A. Each group of three words is built on the same VCe base. The spelling pattern in the first word of each group is used for the other two words. Make sure your child sees and hears the rhyming pattern in each group.

1. hike like bike
2. dime lime time
3. side ride hide
4. mice rice nice

B. Make sure your child pronounces each pair of words in order to hear the change from the short-vowel CVC word to the long-vowel VCe word in each pair. The first example is given.

1. rip	2. pin	3. fin	4. bit	5. dim	6. win
ripe	pine	fine	bite	dime	wine

C. If a sentence prompt is needed, this may be used:

Did you **bite** this apple?

Lesson 42

Long /i/ words in sentences

A. Look at each sentence. Write the long /i / word that fits in each blank space.

1. The bees are in the _____ .
   him hive

2. The dog can _____ the stick.
   bit bite

3. That old _____ tree is very tall.
   pin pine

4. I like to _____ my bike.
   rid ride

5. I will _____ behind this bush.
   hid hide

(continued)

Lesson 42 — continued

B. Write your own sentence. Use at least one long /i / word.

C. Draw a picture of a pine tree. If you like, you may decorate it for Christmas.

A. In each example a CVC word is given along with the correctly spelled VCe long-vowel word. Make sure your child sees and hears the difference and chooses the long-vowel word with final *e* for each sentence.

B. If a sentence prompt is needed, this may be used:

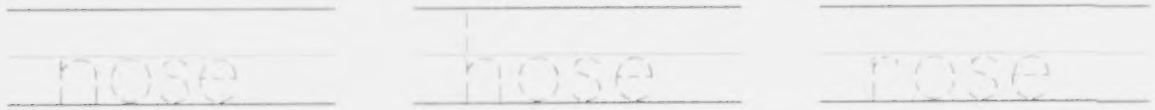
I like to **ride** in the car.

Lesson 43

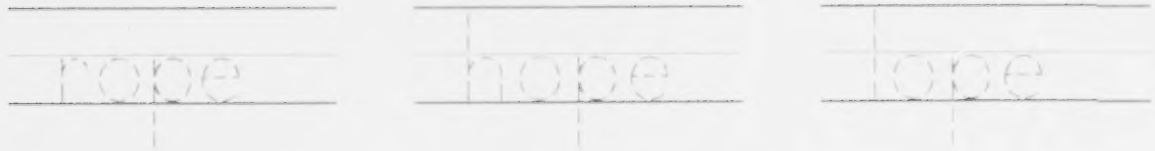
The long /o/ in hope

A. Say each word. Hear the long /o/ sound. Write each word.

1. nose hose rose



2. rope hope lope



3. hole mole pole

4. joke poke woke

Lesson 43 — continued

B. Write the sentence that will be read to you.

C. Write your own sentence. Use at least one long /o/ word.

A. Draw your child's attention to the final *e* in each word. Even though it is silent, it is important because it lets us know that the main vowel is long.

B. Dictate this sentence and have your child write it.

I **hope** you like the **rose**.

Point out that there are two long **o** words.

C. Help your child develop an original sentence using at least one of the long **o** words in this lesson. If your child can't think of one, then this might be used as a prompt:

That was a funny _____. (joke)

Lesson 44

More about long /o/ words

A. These words have some missing letters. Every word should have the long /o/ sound. Write the missing letters. Say each word.

1. b_ne l_ne t_n_

2. h_pe m_p_ r____

3. r_se n_s_ h____

4. m_le h____ p____

Lesson 44 — continued

B. Say each short /o/ word. Then add final *e* to each word. Say the new word. What happens to the vowel sound?

1. hop	2. mop	3. rob
hope		

4. rod	5. cod	6. not

C. Write your own sentence. Use at least one long /o/ word.

A. Each group of three words is built on the same VCe base. The spelling pattern in the first word of each group is used for the other two words in the group. Make sure your child sees the rhyming pattern in each group.

1. bone lone tone
2. hope mope rope
3. rose nose hose
4. mole hole pole

B. Make sure your child pronounces each pair of words in order to hear the change from the short-vowel CVC word to the long-vowel VCe word in each pair.

1. hop	2. mop	3. rob	4. rod	5. cod	6. not
hope	mope	robe	rode	code	note

C. If a sentence prompt is needed, this may be used:

I **hope** you have a good time.

Lesson 45

Long /o/ words in sentences

A. Look at each sentence. Write the long /o/ word that fits in each blank space.

1. The _____ smells very good.
   rob rose

2. Tie this _____ around the box.
   hop rope

3. Dig a _____ for the tree.
   top hole

4. I want an ice cream _____ .
   cab cone

5. I bumped my _____ on the door.
   not nose

(continued)

Lesson 45 — continued

B. Write your own sentence. Use at least one long /o/ word.

C. Draw an ice cream cone with at least two scoops of ice cream. Color each scoop to be your favorite flavors.

A. In each example a CVC word is given along with the correctly spelled VCe long-vowel word. Make sure your child sees and hears the difference and chooses the long-vowel word with final *e* for each sentence.

B. If a sentence prompt is needed, this may be used:

I like to **jump** _____. (rope)

Lesson 46

The long /u/ in use

Say each word. Hear the long /u/ sound. Write each word.

1. use use fuse fuse

2. cube cube tube tube

3. mule mule rule rule

4. tune tune June June

B. Write the sentence that will be read to you.

(continued)

Lesson 46 — continued

C. Write your own sentence. Use at least one long /u/ word.

D. Draw a picture of you playing your favorite tune on a musical instrument. It can be any instrument you like.

A. Draw your child's attention to the final *e* in each word. Even though it is silent, it is important because it lets us know that the main vowel is long. The word *use* begins with the vowel letter; it fits the VCe pattern exactly.

Some of these words have a clear *yoo* sound (*use*, *mule*) while others have an *oo* sound (*rule*, *June*). In either case, the basic sound of long *u* is present in each word. Point out that the month of *June* is spelled with a capital letter.

B. Dictate this sentence and have your child write it.

A **mule** is a big animal.

C. Help your child develop an original sentence using at least one of the long **u** words in this lesson. If your child can't think of one, then this might be used as a prompt:

I _____ a lot of paper. (use)

Lesson 47

More about long /u/ words

A. These words have some missing letters. Every word should have the long /u/ sound. Write the missing letters. Say each word.

1. c_ _be t_ _be

2. _ _se f_ _s_ _

3. t_ _ne J_ _n_ _

4. m_ _le r_ _ _ _

83

(continued)

Lesson 47 — continued

B. Say each short /u/ word. Then add final *e* to each word. Say the new word. What happens to the vowel sound?

1. us	2. cut	3. cub	4. tub
use			

C. Write your own sentence. Use at least one long **u** word.

A. Each pair of words is built on the same VCe base. The spelling pattern in the first word of each group is used for the other word in the group.

1. cube tube
2. use fuse
3. tune June
4. mule rule

Your child may not be familiar with the word *fuse*. It may make some sense if it is described as the bit of cord or string that is lit to set off a firecracker.

B. Make sure your child pronounces each pair of words in order to hear the change from the short-vowel CVC word to the long-vowel VCe word in each pair.

1. us	2. cut	3. cub	4. tub
use	cute	cube	tube

C. If a sentence prompt is needed, this may be used:

I need another _____ of paint. (tube)

Lesson 48

Long /u/ words in sentences

A. Look at each sentence. Write the long /u/ word that fits in each blank space.

1. A _____ can carry a heavy load.
   rub mule

2. Did you _____ the new toaster?
   us use

3. I need a _____ of glue.
   tub tube

4. I like that _____ you are singing.
   ten tune

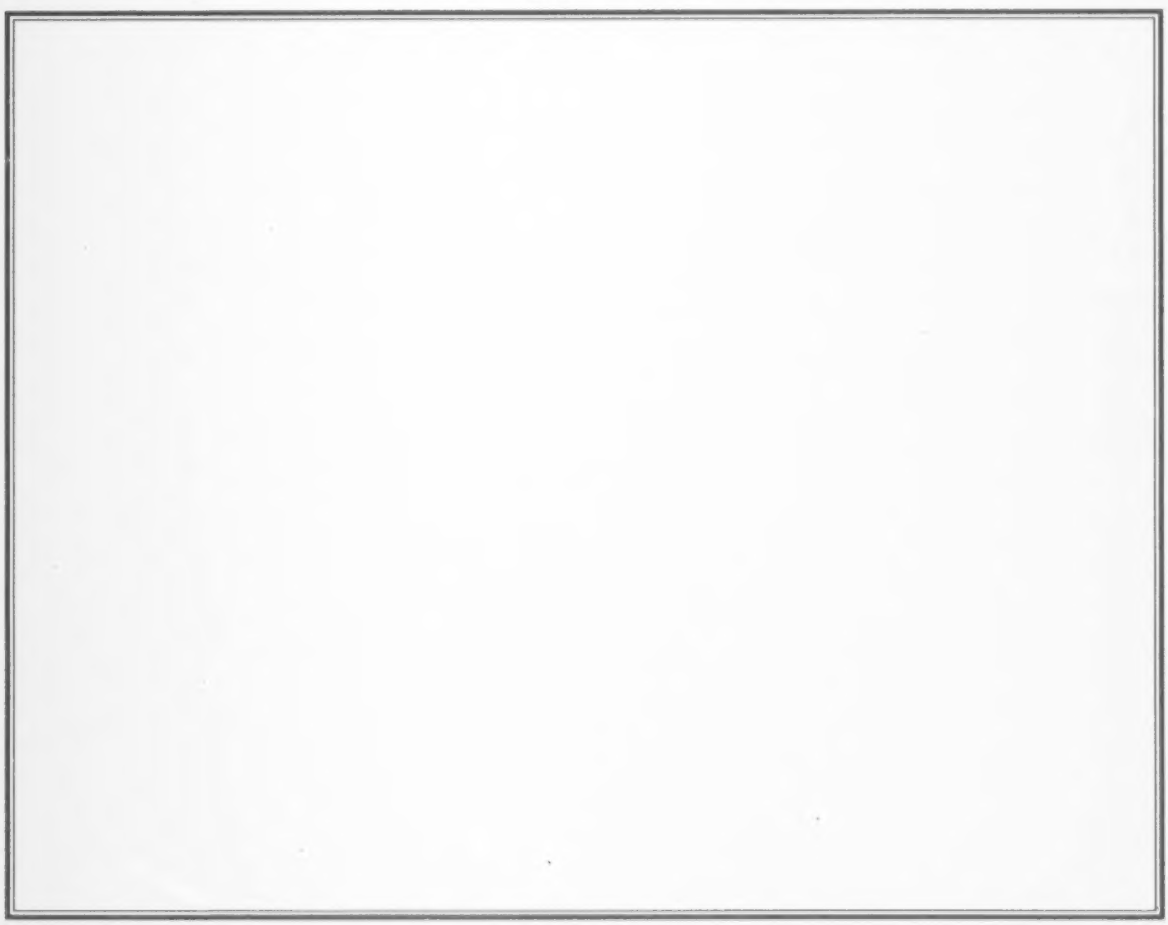
5. May I have a _____ of sugar?
   cub cube

(continued)

Lesson 48 — continued

B. Write your own sentence. Use at least one long /u/ word.

C. Draw a picture of something you think is cute.



A. In each example a CVC word is given along with the correctly spelled VCe long-vowel word. Make sure your child sees and hears the difference and chooses the long-vowel word with final *e* for each sentence.

B. If a sentence prompt is needed, this may be used:

Is your birthday in _____? (June)

Lesson 49

Review of long /a/ and long /i/

A. Say each long /a/ word. Then write each word with /i / instead of /a/. Say the long /i / word.

1. bake	2. lane	3. pane
bike		
4. tame	5. mane	6. wade

B. Say each long /i / word. Then write each word with /a/ instead of /i /. Say the long /a/ word you have written.

7. like	8. fire	9. hire
10. pile	11. lime	12. tile

A. Make sure your child changes only the vowel letter in the second word in each pair. Point out the change from the long **a** sound to the long **i** sound as the vowel letter is changed.

1. bake	2. lane	3. pane	4. tame	5. mane	6. wade
bike	line	pine	time	mine	wide

B. By changing **i** to **a**, these words are formed:

7. like	8. mine	9. line	10. pile	11. lime	12. tile
lake	mane	lane	pale	lame	tale

Lesson 50

Review of long /o/ and long /u/

A. These words have long /a/. Say each word. Then write each word with the vowel /o/. Say the long /o/ word.

1. pale	2. lane	3. male
pole		

B. These words have long /i/. Say each word. Then write each word with the vowel /o/. Say the long /o/ word.

4. rise	5. ride	6. dive

Write a sentence using one of the long /o/ words.

(continued)

Lesson 50 — continued

C. These words have long /i/. Say each word. Then write each word with the vowel /u/. Say the long /u/ word.

7. dine _____ _____

8. mile _____ _____

9. ride _____ _____

D. These words have long /o/. Say each word. Then write each word with the vowel /u/. Say the long /u/ word.

10. tone _____ _____

11. core _____ _____

12. role _____ _____

Write a sentence using one of the long /u/ words.

_____

_____

_____

_____

A/B. Here are the long-vowel words that result when the original vowel **a** or **i** is changed to **o**:

1.	2.	3.	4.	5.	6.
pale	lane	male	rise	ride	dive
pole	lone	mole	rose	rode	dove

Sentence prompts: We **rode** on the bus. He **dove** into the pool.

C/D. The long **u** words to be written are these:

7.	8.	9.	10.	11.	12.
dine	mile	ride	tone	core	role
dune	mule	rude	tune	cure	rule

Sentence prompts: Play a **tune** on the piano. We saw a sand **dune** at the beach.

You may want to explain that the word *rude* describes someone who is not very polite, and a *dune* is a hill of sand piled up by the wind.

The Play

Get set.

Ron will tell a joke.

Dan will play a tune.

The dog will grab Sue's wig.

The cat will sit and sing.

"Help me. Help me," said Sue.

"The dog has the wig."

"Help me get it.

He will rip it."

"Look, Sue," said Dan.

"The cat will help you."

"She will grab the wig.

See her pull it."

The dog let go.

The cat got the wig.

"She looks cute in the wig," said Ron.

"The cat can have my wig," said Sue.

Lesson 51

Words begining with br, cr, dr, and tr

Say each word. Hear the sound at the beginning of each word.

1. brag	2. drop	3. crib	4. trap
5. brick	6. crop	7. trade	8. drum
9. trip	10. brave	11. drive	12. crane

A. Write the words that begin with **br**.

brag

B. Write the words that begin with **cr**.

C. Write the words that begin with **dr**.

D. Write the words that begin with **tr**.

This lesson introduces words that begin with **consonant blends**: two consonant letters that are joined smoothly together when they are spoken. Each of the consonant blends in this lesson involves a consonant letter followed by *r*: **br**, **cr**, **dr**, and **tr**. Simply make your child aware that each pair of consonant letters is blended smoothly yet each letter sound can still be recognized.

Also notice that each initial blend is represented by two short-vowel CVC words and one long-vowel VCe word. Ask your child which vowel sound is heard in each word.

A. brag, brick, brave B. crib, crop, crane C. drop, drum, drive D. trap, trip, trade

Lesson 52

Words with consonant blends

Say each word. Hear the sound at the beginning of each word. Write each word.

1. brag _____

2. drop _____

3. crib _____

4. trap _____

5. brick _____

6. crop _____

7. brake _____

8. drive _____

9. trim _____

10. crane _____

11. trade _____

12. brave _____

13. trot _____

14. drape _____

15. crab _____

(continued)

Lesson 52 — continued

A. Write a sentence. Use a word that begins with **br**.

B. Write a sentence. Use a word that begins with **cr**.

C. Write a sentence. Use a word that begins with **dr**.

D. Write a sentence. Use a word that begins with **tr**.

These are the same words given in Lesson 51. This time, your child can trace over each word in the list while saying it. Then one word from each group will be used in a sentence.

If your child needs help in writing sentences, you might use the following prompts. See if your child can figure out which word belongs in each blank space as you say the sentence.

A. This house is made of _____. (brick)

B. The baby sleeps in a _____. (crib)

C. He plays _____ in the band. (drum)

D. We took a long _____ last summer. (trip)

Lesson 53

Words beginning with cl, fl, pl, and sl

Say each word. Hear the sound at the beginning of each word.

1. clip	2. plan	3. flop	4. slip
5. plum	6. flame	7. clap	8. slice
9. flip	10. place	11. close	12. slick

A. Write the words that begin with **cl**.

clip

B. Write the words that begin with **fl**.

C. Write the words that begin with **pl**.

D. Write the words that begin with **sl**.

This lesson introduces another important group of consonant blends: those involving a consonant letter followed by **l**. Each of these blends is pronounced so that the two consonant sounds are blended smoothly together.

For now, just help your child read the words in the list. They will be written as shown in the exercise. Also notice that each initial blend is represented by two CVC words with short vowels and one VCe word with a long vowel. Ask your child which vowel sound is heard in each word.

A. clip, clap, close B. flop, flip, flame C. plan, plum, place D. slip, slick, slice

Lesson 54

Words with consonant blends

Say each word. Hear the sound at the beginning of each word. Write each word.

1. clip

2. plan

3. flop

4. slip

5. plum

6. flame

7. clap

8. slice

9. flip

10. place

11. close

12. slick

13. click

14. plane

15. flap

(continued)

Lesson 54 – continued

A. Write a sentence. Use a word that begins with **cl**.

B. Write a sentence. Use a word that begins with **fl**.

C. Write a sentence. Use a word that begins with **pl**.

D. Write a sentence. Use a word that begins with **sl**.

E. Draw a picture of one of your sentences.

Here are some sentence prompts if they are needed:

A. Be sure to _____ the door. (close)

B. Don't get too close to the _____. (flame)

C. Hold my _____ in line. (place)

D. This ice is very _____. (slick)

Lesson 55

Review of initial consonant blends

A. Say each word given below. Then add an **r** after the first letter. Write the new word. Say the new word.

1. bag

brag

2. tip

t___ip

3. tap

4. top

5. bake

6. dive

B. Say each word given below. Then add an **l** after the first letter. Write the new word. Say the new word.

7. sip

slip

8. pan

p___an

9. cap

10. fat

11. side

12. fame

C. Write a sentence. Use two words from this lesson.

D. Draw a picture about your sentence.

Each given word begins with a single consonant before the vowel letter. In the first six words, add an **r** after the first letter to create a consonant blend. In the last six words, add an **l** after the first letter to create a consonant blend.

1. bag—brag	2. tip—trip	3. tap—trap	4. cop—crop
5. bake—brake	6. dive—drive	7. sip—slip	8. pan—plan
9. cap—clap	10. fat—flat	11. side—slide	12. fame—flame

Lesson 56

Using consonant blends in sentences

Read each sentence. Look at the word that has letters missing. Choose the letters that fit each word.

1. I like to go down the _____ ide.	pr sl fl
2. Can you fix a _____ at tire?	fl dr pl
3. Did you _____ ip on the rug?	tr gr pl
4. My mom can _____ ive a car.	sl dr gr
5. Don't _____ ip on the ice.	pl fl sl
6. The _____ ag is flying in the wind.	fl dr cl

As your child reads each sentence (or you read it aloud), point out the three choices given in the right column. Help your child choose the one that makes sense in the sentence. In the first example, for instance, both *pride* and *slide* are words, but only *slide* fits the sentence. The other choice (*flide*) is not a word, of course.

1. slide 2. flat 3. trip 4. drive 5. slip 6. flag

Away We Go

"Look, Kim," said Hank.

"The two of us can take a ride.

It will be safe for us.

Do you like my ship?"

"I do like it," said Kim.

"Are you sure it is safe?"

"Get set," said Hank.

"Away we go."

"This is fun," said Kim.

"We are up at least three miles," said Hank.

"I do not feel good.

"Let's go back," said Kim.

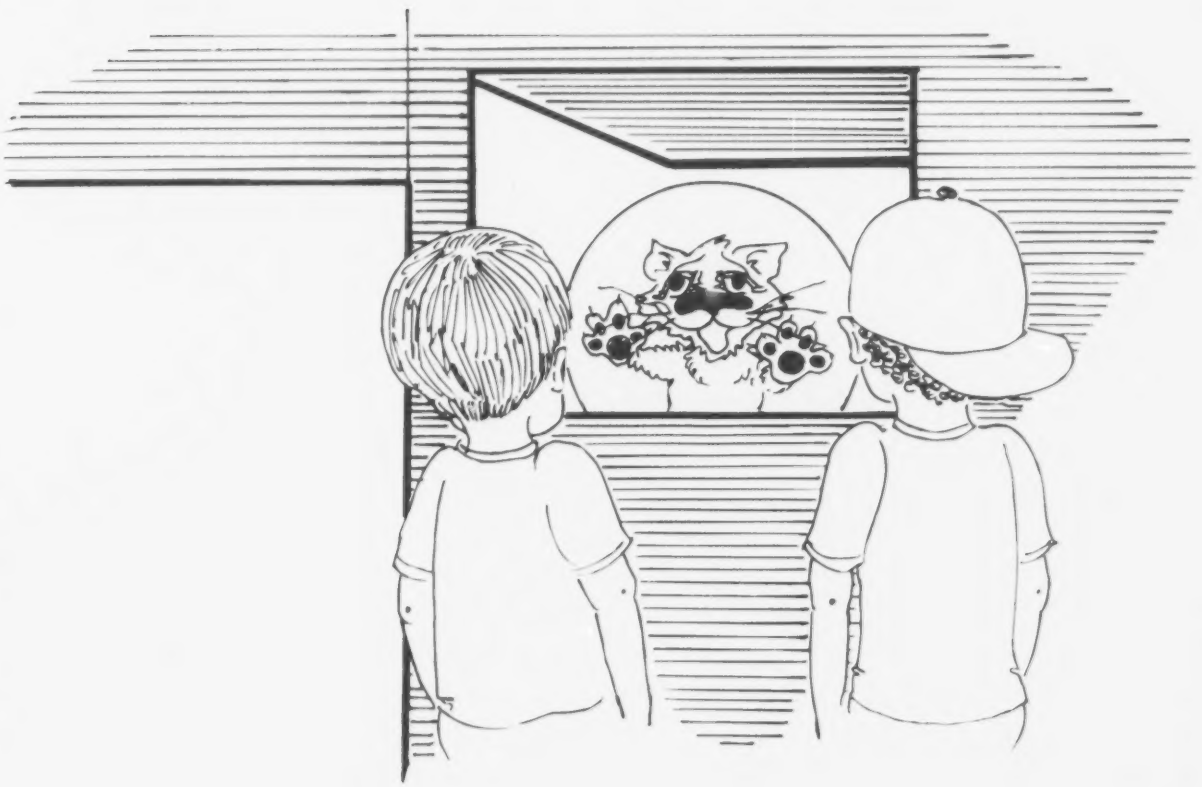
"Take us home, Hank."

"Look out, Hank," said Kim.

"The wide nose is after us.

We are lost.

We will not get back home."



"Oh, Kim," said Hank.

"We are safe at home.

It is just Tab the cat."

Long Vowels: The CVVC Pattern

Earlier we saw long vowels spelled with the VCe pattern: *make*, *ride*, *nose*, and *mule*, for example. In each case the main vowel was long and the word ended with a silent *e*, which served as a marker for the long vowel.

The CVVC Pattern

In the following lessons we will look at another important pattern used in long-vowel words. This is called the CVVC pattern: Consonant-Vowel-Vowel-Consonant. This means that *two* vowel letters appear together, and these two vowels serve as a marker for the long vowel sound.

In Lessons 57-59 we introduce one of the simplest patterns: long **e** spelled with a double *e* as in *see* and *feet*. This *ee* spelling may appear at the end of some words such as *free* and *tree*, or it may be followed by consonants as in *meet* and *feed*.

In Lessons 60-62 we see the long **a** sound spelled with the letters *ai* as in *rain* and *wait*. Here we have two different letters, not the doubling of one letter. In patterns such as this, the first letter usually represents the long-vowel sound and the second vowel letter acts as a marker.

Lessons 63-65 introduce the long **o** spelled *oa* as in *coat* and *road*. Make sure your child realizes that the main vowel **o** must come first; the letter **a** acts as a marker for the long-vowel sound. Don't let your child become confused by thinking that the pattern is spelled *caot* or *raod*.

Lessons 66-70 introduce new spellings for the long **i** and long **o** sounds. Some words that end with the long **i** sound are spelled with a final *-y* (as in *fly* and *dry*). Other words end with *-ie* (as in *tie* and *pie*). The spelling *-ow* is found in some long **o** words such as *low* and *grow*.

Lesson 57

The long /e/ in tree

A. Say each word. Hear the long /e/ sound. Write each word.

1. see _____
2. bee _____
3. free _____
4. tree _____
5. meet _____
6. feet _____
7. feed _____
8. keep _____
9. feel _____
10. green _____

B. Write a sentence. Use a long /e/ word spelled with **ee**.

_____

_____

A. This lesson introduces your child to one of the most important spellings for the long **e** sound. Point out the doubled letter *e* in each word. Some words end with the long **e** spelled *ee*; other words have a final consonant after the vowel.

B. If a sentence prompt is needed, this may be used:

Be sure to _____ the dog. (feed)

Lesson 58

More about long /e/ words

A. Say each short /e/ word. Change each one to a long /e/ word. Use the **ee** spelling.

1. met meet
2. fed _____
3. pep _____
4. bet _____

B. Here are some words that are spelled wrong. Each one should have a long /e/ sound. Write each word with **ee**. Say each new word.

5. sed seed
6. wek _____
7. gren _____
8. crek _____

C. Write the sentence that will be read to you.

_____

_____

A. This lesson emphasizes the difference in sound between short **e** words and long **e** words. In the first four words, the vowel should be changed to *ee* to give long **e** words.

1. met—meet 2. fed—feed 3. pep—peep 4. bet—beet

B. Examples 5-8 fit the CVC short-vowel pattern but they are actually misspellings of long **e** words. Help your child change to the *ee* spelling so that long **e** words will result.

5. sed—seed 6. wek—week 7. gren—green 8. crek—creek

C. Read this sentence. Ask your child to write it. Point out the three long **e** words.

I **need** to **see** him this **week**.

Lesson 59

Using long /e/ words in sentences

Read each sentence. Write the long **e** word that fits each blank space.

1. The _____ is buzzing.
   beg bee

2. Hear the baby chicks _____ .
   pep peep

3. My _____ got wet in the rain.
   fed feet

4. The cat ran up the _____ .
   trap tree

5. Plant the _____ in the ground.
   set seed

6. Did you _____ that movie?
   sit see

Help your child decide which word fits in each sentence. Point out that each correct word has the *ee* spelling for the long **e** sound.

1. bee 2. peep 3. feet 4. tree 5. seed 6. see

Lesson 60

The long /a/ in rain

A. Say each word. Hear the long a sound. Write each word.

1. rain _____ main _____ pain _____

2. mail _____ rail _____ pail _____

3. grain _____ drain _____ brain _____

B. Write a sentence. Use a long /a/ word spelled with **ai**.

_____

_____

_____

_____

A. Earlier we saw the VCe pattern used to spell long **a** words such as *face* and *game*. Now we see that the **ai** pattern can also serve as a marker for the long **a** sound. Emphasize that both letters must be used together. If the letter **i** is left out, then short-vowel words will result (*ran* instead of *rain*, for example).

B. If a sentence prompt is needed, this may be used:

The **train** runs on the tracks.

Lesson 61

More about long /a/ words

A. Say each short /a/ word. Change each one to a long /a/ word. Use the **ai** spelling.

1. man main
2. pan
3. ran
4. mad

B. Here are some words that are spelled wrong. Each one should have a long /a/ sound. Write each word with **ai**. Say each new word.

5. rad raid
6. tal
7. gan
8. wat

C. Write the sentence that will be read to you.

(continued)

D. Draw a picture of your sentence.

A. These examples emphasize the difference between short **a** words and long **a** words spelled with *ai*.

1. man—main 2. pan—pain 3. ran—rain 4. mad—maid

B. These examples fit the CVC pattern but they are misspellings of words that should have the long **a** sound. Use the **a** spelling to change each one to a long **a** word.

5. rad—raid 6. tal—tail 7. gan—gain 8. wat—wait

C. Read this sentence for your child to write:

We got wet in the **rain**.

Lesson 62

Using long /a/ words in sentences

Read each sentence. Write the long /a/ word that fits each blank.

1. The _____ goes very fast.
   trap train

2. I got a letter in the _____ .
   mail mill

3. Put the water in this _____ .
   pal pail

4. We had to _____ an hour.
   will wait

5. The _____ came in the window.
   rain ran

6. The dog is wagging his _____ .
   tab tail

Remind your child that each correct word must have a long **a** sound spelled with the letters *ai*.

1. train 2. mail 3. pail 4. wait 5. rain 6. tail

Lesson 63

The long /o/ in boat

A. Say each word. Hear the long /o/ sound. Write each word.

1. boat boat coat coat goat goat

2. road road toad toad load load

3. soak soak soap soap coal coal

B. Write a sentence. Use a long /o/ word spelled with **oa**.

A. We have already seen the long **o** sound spelled with the VCe pattern in words such as *hope* and *nose*. The letters **oa** provide another marker that represents the long **o** sound. Remind your child that the letters **oa** must be used together to represent the long **a** sound.

B. If a prompt is needed, this example uses one of the words on the list:

My new **coat** is very warm.

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Lesson 64

More about long /o/ words

A. Say each short /o/ word. Change each one to a long /o/ word. Use the **oa** spelling.

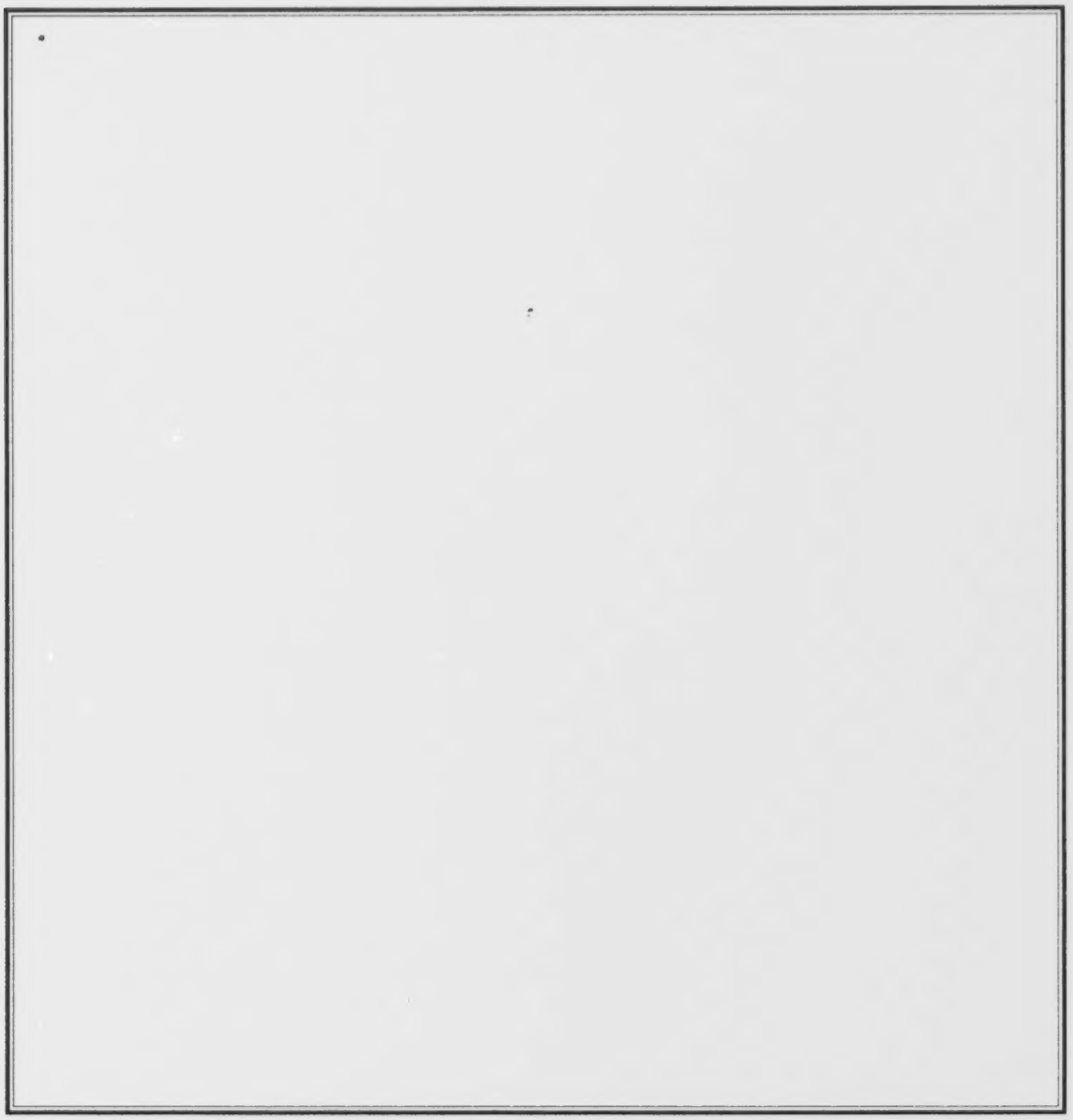
1. got goat
2. cot
3. rod
4. sop

B. Here are some words that are spelled wrong. Each one should have a long /o/ sound. Write each word with **oa**. Say each new word.

5. bot boat
6. lod
7. sok
8. flot

C. Write the sentence that will be read to you.

D. Draw a picture for your sentence.



A. In the first four short-vowel words, change the spelling to **oa** to give the long **o** sound.

1. got—goat 2. cot—coat 3. rod—road 4. sop—soap

B. Correct these misspellings by using **oa** for the vowel.

5. bot—boat 6. lod—load 7. sok—soak 8. flot—float

C. Read this sentence for your child to write:

The **boat** can **float** on the lake.

Lesson 65

Using long /o/ words in sentences

Read each sentence. Write the long /o/ word that fits each blank space.

1. The big _____ sailed on the water.
   bat boat

2. Put your _____ in the closet.
   cot coat

3. This new _____ smells good.
   soap sap

4. I can _____ in the pool.
   flat float

5. This _____ is very bumpy.
   rod road

6. Move this _____ of dirt over there.
   load lad

Remind your child that each correct word must have a long **a** sound spelled with the letters *ai*.

1. boat 2. coat 3. soap 4. float 5. road 6. load

Lesson 66

The long /i/ in try and pie

A. Say each word. Hear the long /i/ sound. Write each word.

1. try try dry dry sky sky

2. fly fly cry cry pie pie

3. lie lie die die tie tie

B. Write a sentence using a long /i / word that ends with **y**.

C. Write a sentence using a long /i / word that ends with **ie**.

A. This lesson introduces two more spellings for the long **i** sound. The **y** spelling and the **ie** spelling appear only at the *end* of words. This means that each word ends with an *open vowel* sound because there is no consonant after the vowel. Contrast this with the VCe spelling of words such as *ride* and *fine* in which a consonant is heard after the long vowel.

B. Help your child write original sentences using words from this list. Here are some sentence prompts if needed:

1. The **sky** is clear today.
2. This **pie** is very good.

Lesson 67

Using long /i/ words in sentences

Read each sentence. Write the long /i/ word that fits each blank space.

1. Did you _____ to find your books?
   fly try

2. I can _____ my shoes.
   tie lie

3. The birds _____ very fast.
   cry fly

4. Do you want some more _____?
   try pie

5. Help me _____ the dishes.
   dry fry

6. The cat likes to _____ in the sun.
   sky lie

Help your child decide which word fits in each sentence.

1. try 2. tie 3. fly 4. pie 5. dry 6. lie

Lessons 68

The long /o/ in snow

A. Say each word. Hear the long /o/ sound. Write each word.

1. low	blow	snow
low	blow	snow
2. slow	flow	mow
slow	flow	mow
3. crow	grow	row
crow	grow	row

B. Write a sentence. Use a long **o** word that ends with **ow**.

A. All these words end with an open vowel: the long **o** spelled **ow**. Point out that the letter **w** must follow the vowel in this pattern; only a few words such as *no* and *go* end with the letter *o* alone. Later we will see words such as *own* and *bowl* that end with a consonant after the long vowel.

B. Help your child write an original sentence using a word from this list. Here is a sentence prompt if needed:

The **snow** is very deep and cold.

Lesson 69

Using long /o/ words in sentences

Read each sentence. Write the long /o/ word that fits each blank space.

1. I need to _____ the grass.

   mow snow

2. The prices here are very _____ .

   grow low

3. I think it will _____ today.

   mow snow

4. Do you think this plant will _____ ?

   crow grow

5. We took a _____ walk to the park.

   snow slow

6. How hard did the storm _____ ?

   blow flow

Help your child decide which word fits in each blank space.

1. mow 2. low 3. snow 4. grow 5. slow 6. blow

Lesson 70

Review of long /i/ and long /o/ words

A. Here are some words that are spelled wrong. Each one should have a long /i/ sound. Which words should be spelled with **y**? Which should be spelled with **ie**? Say each new word.

1. trie _____
2. py _____
3. flie _____
4. ty _____
5. cri _____
6. ly _____

B. Here are some more words that are spelled wrong. Each one should have a long /o/ sound. Change each word so that it ends with **ow**. Say each new word.

7. gro _____
8. slo _____
9. mo _____
10. blo _____

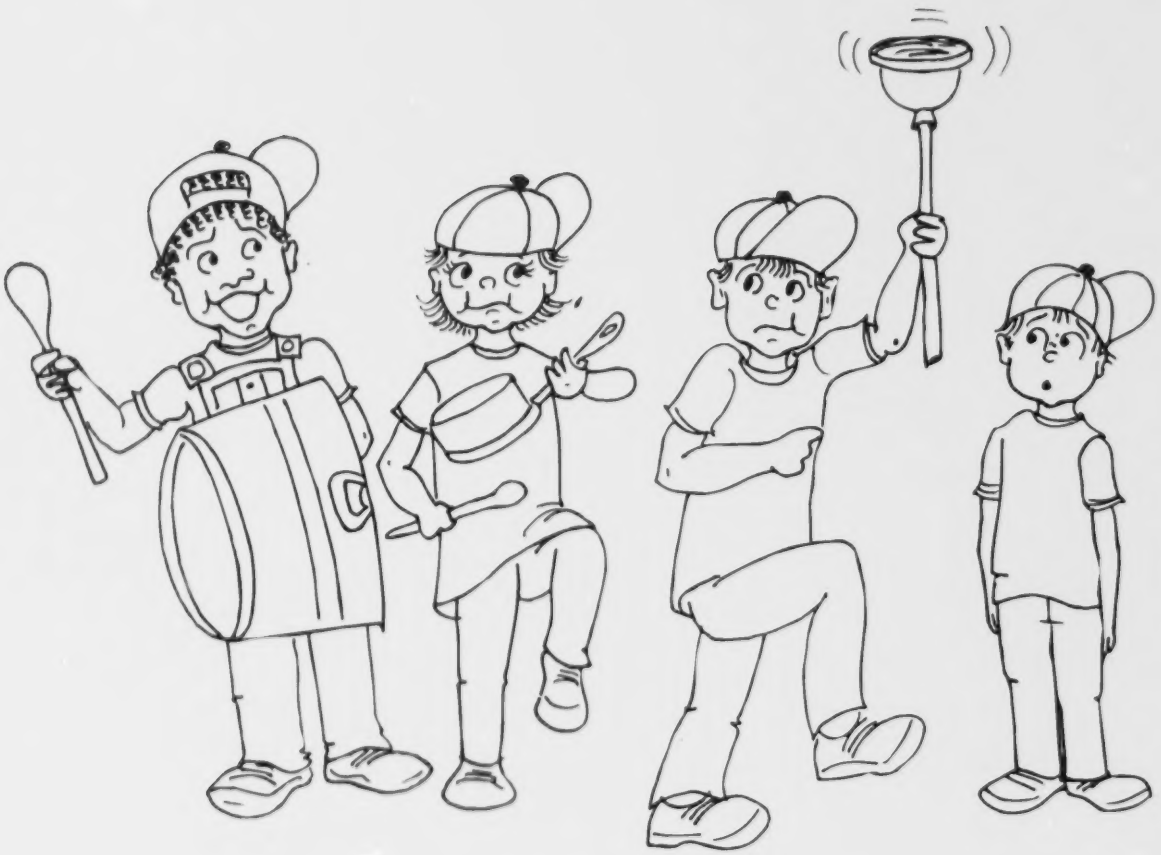
A. The correct long **i** spellings are these: 1. try 2. pie 3. fly 4. tie 5. cry 6. lie

B. The correct long **o** spellings are these: 7. grow 8. slow 9. mow 10. blow

Strike Up the Band

"Get set," said Ken.

"Keep the beat. Lift your feet."



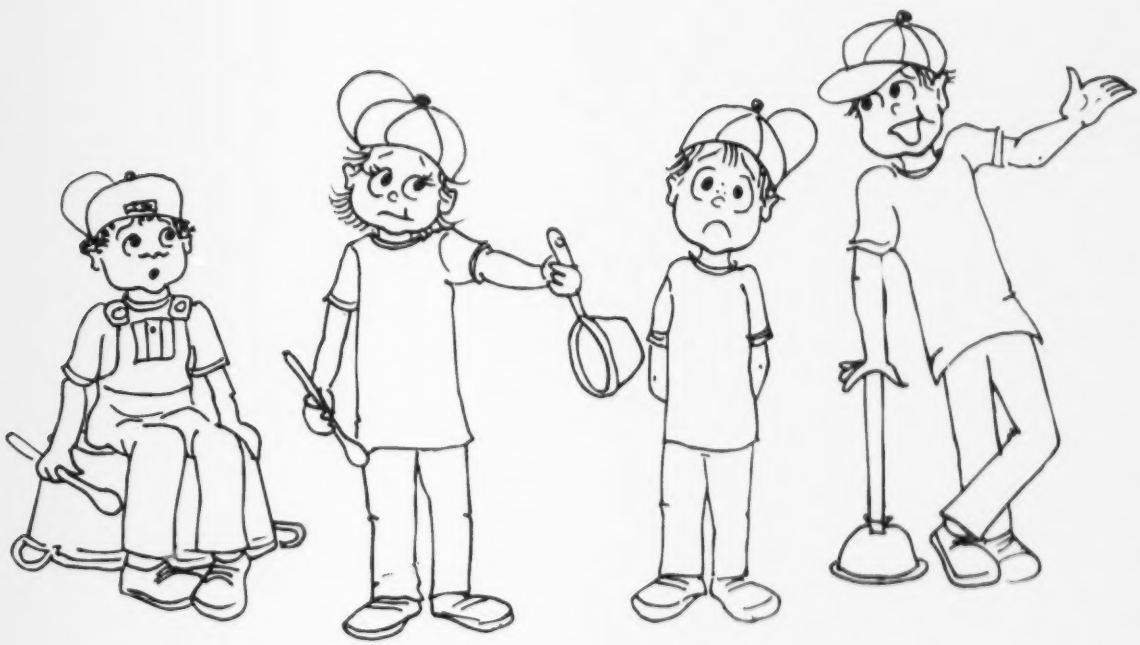
Hank said, "We have a fine band.

Strike up the band."

Jeff looked sad.

"I want to play in the band," said Jeff.

"But I do not have a drum."



"You can have mine," said Sue.

"Wait," said Ken. "We need you."

"Jeff can get a drum from his Mother."

Jeff went home and got a lid.

Then he asked his mother, "May I use this lid?

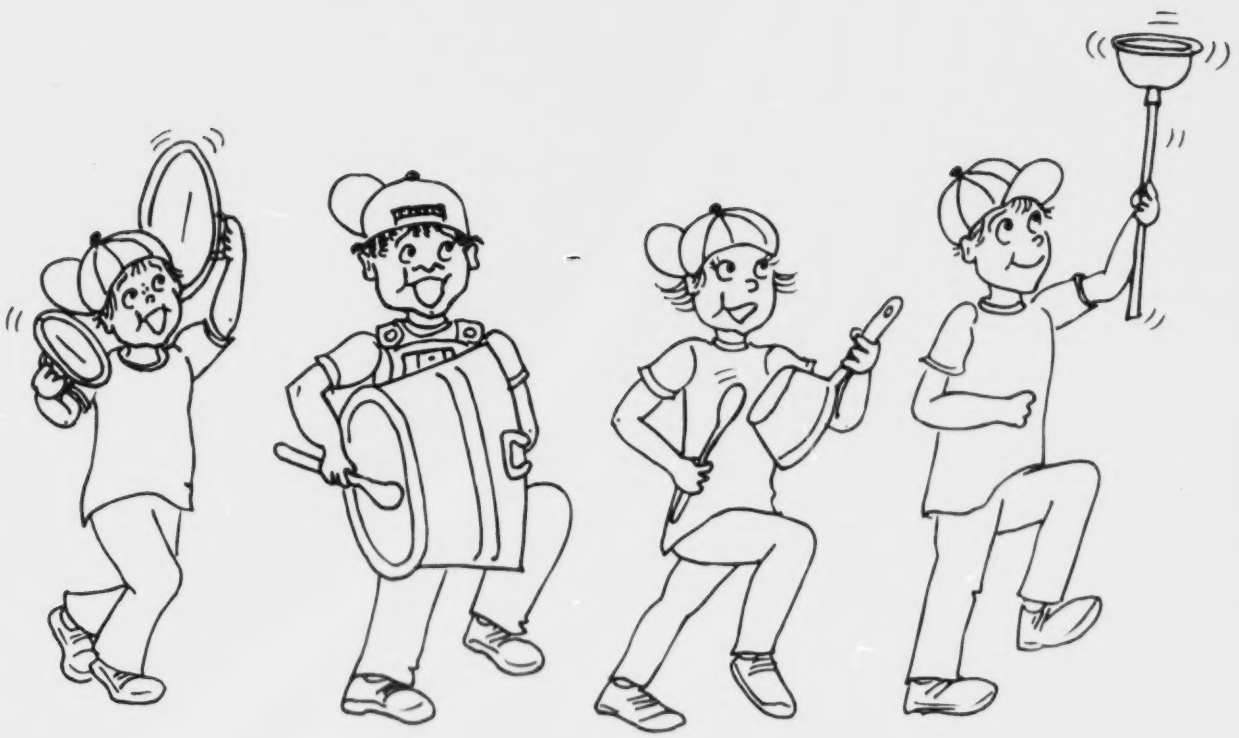
I need this lid to play in the band."

"Yes, Jeff," said Mother.

"You will play in the band."

"Strike up the band," said Mother.

"You play well. You are a real band."



"We are the best band in the land," said Ken.

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